

MUSIC

There are four main purposes to this policy:

- To establish an entitlement for all pupils;
- To establish expectations for teachers of this subject;
- To promote continuity and coherence across the school;
- To state the school's approaches to this subject in order to promote public, and particularly parents' and carers', understanding of the curriculum.

Introduction

The importance of music to the curriculum

Music is a powerful, unique form of communication that can change the way pupils feel, think and act. It brings together intellect and feeling and enables personal expression, reflection and emotional development. As an integral part of culture, past and present, it helps pupils understand themselves and relate to others, forging important links between the home, school and the wider world. The teaching of music develops pupils' ability to listen and appreciate a wide variety of music and to make judgements about musical quality. It encourages active involvement in different forms of amateur music-making, both individual and communal, thereby developing a sense of group identity and togetherness. It also increases self-discipline and creativity, aesthetic awareness, sensitivity and fulfilment.

Expectations

By the end of Key Stage 1, the performance of the great majority of the pupils should be within the range of levels 1 to 3. Most pupils are expected to achieve level 2, e.g. "to perform simple patterns ... keeping to a steady pulse".

By the end of Year 4, the performance of the great majority of pupils should be in the range of levels 1 to 4. Most pupils are expected to achieve level 3, e.g. "to improvise repeated patterns".

By the end of Key Stage 2, the performance of the great majority of the pupils should be within the range of levels 3 to 5. Most pupils are expected to achieve level 4, e.g. "to improvise melodic and rhythmic phrases".

The aims of music and how these contribute to the school's aims

The school aims to:

- foster pupils' sensitivity to, and their understanding and enjoyment of, music, through an active involvement in listening, performing and composing and appraising;
- enable all pupils to realise their individual creative potential and to express themselves through music;
- enable pupils to acquire and develop the musical skills involved in performing, composing, listening and appraising;
- extend and develop pupils' awareness and understanding of traditions, idioms and music styles from a variety of cultures, times and places;
- enable pupils to experience fulfilment, which derives from striving for the highest possible artistic and technical standards within any style of musical expression;
- develop, through music, pupils' skills which contribute to learning across the curriculum;
- contribute to the community and the school's ethos.

Strategy for implementation

Entitlement and curriculum provision

Pupils receive a broad and balanced curriculum in which sufficient time is provided to teach music and to provide for progression in knowledge, skills and understanding.

Across the school 3 per cent of curriculum time is allocated for music in planned lessons (not including special events). This amounts to 24 hours at Key Stage 1 and 27 hours at Key Stage 2 per year.

All pupils experience some planned class-based musical activity each term. At Key Stage 1 this is every week. At Key Stage 2 this is in line with the units of work as identified in the scheme of work.

The scheme of work for music, which draws on the QCA scheme of work and sources, comprises two units of work for music per term for each year. These vary in length from 3-6 hours.

The development of a) listening skills and b) understanding and control of the musical elements is central to learning in music.

Each unit of work for music is designed to develop skills and understanding through involvement in the interrelated activities of performing, composing, appraising and listening.

Most units of work include the range of activities and when appropriate will work towards performance, e.g. a production at Christmas or Easter.

Links with other subjects including geography, history, art and design, drama and dance, science and ICT are clearly identified in medium-term planning.

For both Key Stage 1 and 2 where possible we encourage visits from a variety of performers. We have a good link with Seaton Music Society who offer opportunities to listen to classical musicians. These complement planning across the curriculum and allow pupils to experience music in a wider context.

All pupils have the opportunity to take part in extra and extended activities and instrumental tuition is provided according to pupils' and parents' wishes, whenever possible.

Teaching and learning

Teachers select the appropriate teaching strategies to suit the musical activity and its purpose.

Teachers direct and develop pupils' skills in performing, which involves pupils working as a whole class, in smaller groups and individually.

Teachers support pupils' learning, for example in composing, by offering ideas, explaining, giving examples or allowing free exploration. These composing activities may involve younger pupils working as a whole class. As the pupils make progress, especially at Key Stage 2, they develop their ideas individually or in small groups. In Years 5 and 6 the musical ideas are developed from individual or small group work so that it contributes to pupils working together in a large group.

Teachers use challenging questions in listening and appraising activities to generate discussion and debate, e.g. what effect does the ostinato have in Mars by Holst?

Extension or extra-curricular opportunities

Extra-curricular activities are organised so that pupils of different ages and stages of development can work together in activities which extend and challenge their skills in ways which are beyond those that are possible in class lessons. On other occasions, the purpose is to provide a musical experience to all pupils who wish to take part. These are achieved by matching the pupils' musical ability and aptitude carefully to the nature of the activities.

Some activities are regular and others take place for specific purposes. The aims and purposes for each group are defined clearly. These determine whether pupils need to be auditioned or whether access is open to all. Opportunities to perform are organised for each of these groups when appropriate.

Extra-curricular opportunities are:

- Recorder groups
- School Choir (open to Key Stage 2) to perform in school and in the community.
- Instrumental tuition – all pupils learning an instrument given opportunities to practise during the school day.

The subject leader is responsible for monitoring these activities, and for organising appropriate performing opportunities for them.

Assessment and recording

The progress of pupils is assessed using the level descriptions in the National Curriculum. The subject leader is responsible for maintaining a portfolio which contains examples of class singing and group compositions, aligned to levels 1-6 so that teachers are aware of expectations.

Assessment opportunities are identified in each unit of work. At the end of each unit teachers should make note of those pupils who achieve higher or less well than the expected level for their age.

Continuity and progression

An overview of progression from Year 1 to Year 6 is set out in the introduction to the scheme of work.

The subject leader meets annually with other primary subject leaders in the Academic Council and the Head of Music from the local secondary school. A unit of work is in place at Year 6 designed to “bridge the gap” and align closely expectations of Year 6 and Year 7 teachers.

Inclusion

Specific tasks and details of resources are included throughout the scheme of work in order to help teachers to provide appropriately for all pupils.

Teachers are expected to include in their planning how to meet the targets identified in pupils’ IEPs.

Organisation

Key Stage 1 and Key Stage 2 teachers meet with the subject leader every term to plan the next two units and to clarify the use of musical resources across the school.

Each class has a timetabled period for music once per week. Teachers are expected to make full use of this time. Resources are based in the resource corridor and on a trolley, which is situated next to the hall. A small number of instruments are kept in Key Stage 1 classrooms. Compact discs are kept by the subject co-ordinator to be used to complement music in the classroom.

The curriculum

The curriculum is organised in units of work allocated to each year group in each term across the school. In addition to this, opportunities to make and listen to music are planned throughout the year. These include a programme of themed music in collective worship with appropriate supporting notes, visits from musicians and performers, regular individual, group and whole class performing opportunities and the involvement in LEA organised and other projects.

Staffing

Pupils at Key Stage 1 are taught music by a specialist teachers and at Key Stage 2 by the subject leader, who has specialist skills, knowledge and understanding, supported by another music specialist.

Peripatetic instrumental teachers teach violin, clarinet, flute, guitar and keyboard.

Learning resources

The school has a selected range of tuned and untuned percussion instruments, CD players and a number of keyboards. One keyboard is fitted to with a disk drive to play MIDI files to allow use by non-specialist teachers.

Large tuned percussion, specialist untuned instruments, music stands and other instruments are kept in the music corridor near the hall. The piano is kept in the hall and is regularly tuned.

The scheme of work for music, unit resources, all music book resources, software and recording equipment are kept in the resources corridor, CDs are kept by the subject co-ordinator.

The learning environment

Pupils need sufficient, quiet space to be able to make and learn about music. Teachers are expected to reorganise classroom furniture when necessary. When appropriate, teachers should use the posters designed to explain and illustrate musical elements. These may be displayed in the hall or in classrooms. Displays can contain examples of graphic scores, recordings of the pieces, examples of appraising activities and photographs of pupils at work.

Music is a routine part of the daily life of the school and is played in assemblies and where appropriate in the classroom.

Safe practice

The school has adopted the Health and Safety guidelines published by Devon Curriculum Services. These explain how risk assessment should be carried out and they identify good practice, for example in the use of shared mouthpieces and in the correct lifting of instruments. A set of these guidelines is provided for all teachers. Electrical equipment is checked in line with the school's procedures.

The role of parents and carers

The subject leader and visiting instrumental teachers provide advice to parents and carers in relation to how to support their child in developing their musical and instrumental skills. Written advice about how parents and carers might support pupils in practising instruments is supplied with their practice diary.

Where teachers use parents and carers in lessons, special workshops or concerts, their involvement should be noted and planned.

The contribution of music to other aspects of the curriculum

The contributions to literacy, numeracy and ICT are planned to match the levels of expectation in those subjects.

Literacy

Music supports the development of reading and offers many opportunities for use of language, including descriptive and responsive speaking and writing. Specific tasks are identified in the scheme of work.

Numeracy

Music supports the development of sequencing and awareness of pattern. Both rhythmic and melodic work requires numerical descriptions and graphical representation. Specific tasks are identified in the scheme of work.

ICT

In each year at least 2 units of work include the use of music technology. Pupils are expected to become competent with using tape recorders and simple keyboard skills by Year 6. A unit of work during Years 3 and 4 introduces pupils to sequencing and using computers to make music.

Spiritual development

In order to develop aesthetic awareness and an enjoyment of music, lessons are planned to ensure that pupils receive satisfying and exciting musical experiences – this is described as the “tingle factor”.

Song lyrics are discussed and moral issues explored, along with issues arising from particular music genres (e.g. national anthems), from social origins (e.g. patronage, civil rights), or from current practice (e.g. commercialism, noise pollution).

Music played at the beginning of an assembly can focus pupils thoughts and encourages them to listen and think.

Personal and social development

This is promoted through music activities. There is a special emphasis on sharing resources, in “taking turns” and on listening to each other’s views in Key Stage 1. In Years 3 and 4 this is extended to small group work skills; in Year 5 and 6 to large group work skills.

Planning builds in a repertoire of experience over a two-year cycle. It includes music from different eras and regions so that pupils meet and work in the style of a variety of cultures.

The scheme of work includes expectations in relation to the school’s policy on spiritual, moral, personal, social and cultural education. Specific reference is made to these in the units of work.

Leadership and management

Staff development and training opportunities

To develop staff confidence and competence in teaching music:

- the subject leader will attend Devon Curriculum Services area conferences;
- whole-school training needs are identified as a result of the monitoring and evaluation programme;
- other training needs are identified through induction programmes and performance management;
- the subject leader will arrange for relevant advice and information from courses to be disseminated and, where appropriate, to be included in improvement planning and turned into practice;
- where necessary, the subject leader leads (or arranges) school-based training;

The subject leader supports teachers in developing, practising or refining their skills in the following ways:

- after-school workshops to focus on percussion technique, use of notations and composing;
- meeting with Key Stage 1 teachers and learning support assistants to clarify content and teaching approaches in the units of work to follow;
- maintaining resources for each unit of work;
- maintaining a portfolio of music work which includes examples of class singing and group compositions aligned to the National Curriculum level descriptions;
- implementing the points raised from self-evaluation and from the last OFSTED inspection;
- arranging for teachers to disseminate information gathered from attendance at outside training events;
- representing the school at the Academic Council’s annual music conference.

Leadership and management roles

The subject leader is responsible to the headteacher for standards achieved, the quality of teaching and learning and management of music. The subject leader is responsible for monitoring and evaluating the quality of the music curriculum and to reporting to the headteacher and the arts governor once a term. The subject leader is responsible for support staff as the need arises and liaising with peripatetic staff and other visitors.

How the subject is monitored and evaluated

The subject leader monitors and evaluates the implementation of the scheme of work, reviewing planning and collecting taped examples to include in the portfolio in line with the school’s overall policy.

The subject leader is responsible for completing annually an action plan outlining action to be taken to maintain and improve standards.

Review

This policy will be reviewed annually in line with the school’s policy review programme. The subject leader is responsible for reporting to the governors’ curriculum committee about the quality of its implementation and its impact on standards. In the light of this, policy amendments may be made.